

## INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** Math, Science, Kinesiology, and Nursing

**Program:** Recreation Administration

**Current Academic Year:** 2018-2019  
2014-2015

**Last Academic Year CPPR Completed:**

**Current Date:** spring 2018

### NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

#### I. GENERAL PROGRAM INFORMATION

##### A. Program mission

The focus of Cuesta's Recreation Administration program is to provide a sound base for the student planning to continue their education at a four year college or university. Although completion of an associate degree provides the skills necessary to perform at an entry level position in public, commercial, private, or nonprofit settings, the AA in Recreation is intended to prepare students academically for study in higher education in the Recreation and/or related fields. The successful student will attain theoretical as well as practical knowledge of program planning, tourism, therapeutic recreation, administration, leadership, recreational sports, tournament, and event planning.

##### B. Brief history of the program

In 1991, the Recreation Administration Program was introduced to the Physical Education Division. The two year degree program prepares students to succeed as planners and leaders in and outside of the Cuesta College Community. The program also offers a solid base for those planning to seek employment after two years.

Before the spring of 2008, there were many adjunct instructors from within the recreation community guiding students in the Recreation Program. In the spring of 2008 a new full time faculty member was hired within the Kinesiology, Health Science, and Athletic Department to lead the Recreation Program. Throughout the years the lead full time instructor has guided students to become positive leaders in the field of recreation and leisure. Students have acquired many opportunities for hands on experiences through class projects and activities. Students who have completed the program pursue continued education and ultimately careers in sports program planning, special event planning, tourism planning and management, outdoor adventure and resource recreation, and community service management.

C. Include significant changes/improvements since the last Program Review

The Recreation Administration Program still has a successful course completion of 86% which is above the total college course success rate of 75%.

D. List current faculty, including part-time faculty

Angela Neary is the current faculty teaching REC 201, 203, 204 and 205 for the 2018-2019 academic year. Brian Locher has also taught REC 201. Current faculty teaching HEED 204 include John Marsh and Dan Pry. Current faculty teaching HEED 202 or 208 include Angela Neary, John Marsh, Jenel Guadagno, Sue Gin, Paul Schmitt, Coral Minton, Michelle Zulim-Clark, Mechelle Medhurst, Sarah Guglielmo, and Nancy Steinmaus.

E. Describe how the Program Review was conducted and who was involved

The program review was conducted by reviewing current data through institutional research including but not limited to general enrollment, student demand, fill rates, FTES, successful course completion, and degrees and certificates. Angela Neary was involved in the program review.

## **II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

### District Mission Statement

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

### Recreation Administration Program helping to achieve the districts mission statement

The Cuesta College Recreation Administration program promotes the mission, vision and values of the college. The Recreation Administration Program enables students to achieve their academic, transfer, career advancement, personal and workforce preparation goals by offering a variety of courses within the field of Recreation, Parks, Therapeutic Recreation, Special Event and Sport Programming, and Tourism.

The Recreation Administration Program faculty provides students with a supportive learning environment which allows for positive growing opportunities within the field of Recreation Administration. Students have the opportunity to volunteer within the community to gain valuable experience working with many diverse populations. Students also gain an appreciation and hands on experience in assessment, planning, implementation, and evaluation of many different types of programs within the field of Recreation Administration.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

The Recreation Administration Program provides students with the opportunity for success to transfer to many different universities. The program offers students the opportunity to work in the field right out of completion of their A.A. degree as well. Any student has access to taking courses within the Recreation

Administration program. Many students are right out of high school while others are working full time with jobs in the field but looking to better their education in program planning. Students are also aware of the many opportunities moving onto the University level. The program works directly with outside agencies including SLO Parks and Recreation, Special Olympics, Local and college sport programs to name a few. The opportunities students have to connect with the community is part of the service learning atmosphere within the program. Connections with Cal Poly recreation program is also a way to strengthen opportunities for students in the program at Cuesta College.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

The Recreation Administration program provides students with many opportunities for personal, academic, and professional growth. The program offers students an opportunity to volunteer within the field, interview and shadow individuals within the field, and work as individuals and groups in the classroom to better their understand how to effectively communicate. Critical thinking comes with individual growth and group discussions by presenting real life application activities related directly to the field with all ages and backgrounds. Through introduction courses, student can understand the historical background of recreation, parks, hospitality, and tourism as well as recognize the environmental impact activities in the field have on our world. Students are also provided information on technology through social media marketing, online templates for recreation and activity registration, as well as job opportunities within the field.

### **III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**

The data components are hyperlinked below.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

The academic year of 2016-2017 recognized a decrease in Recreation Administration enrollment. Typically the degree is above the college enrollments over the past few years up 10% in 2015-2016 and up 27% in 2014-2015. The 2016-2017 academic year recognized a enrollment loss of -21% which is below the college level.

## SLOCCCD Program Review Data - Enrollment

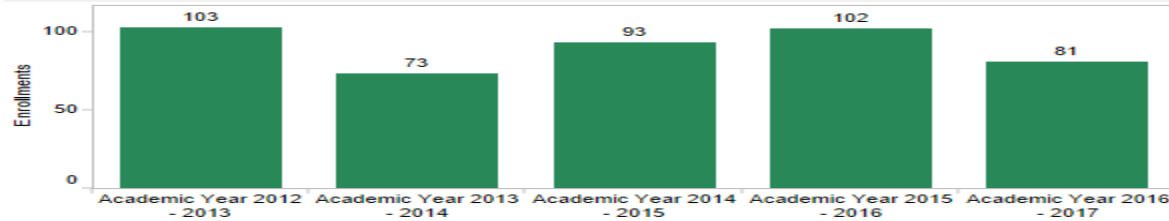
Department:  
Recreation Administration

Course:  
All

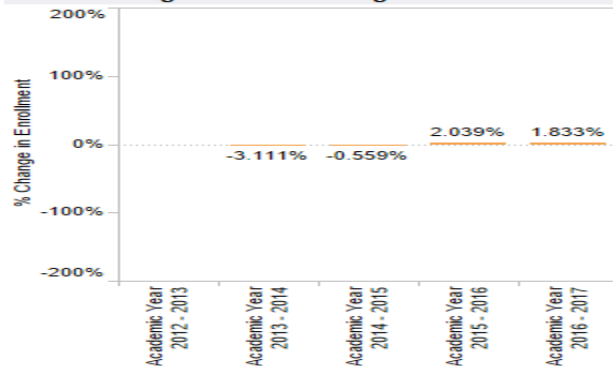
Dual Enrollment:  
All

Prison:  
All

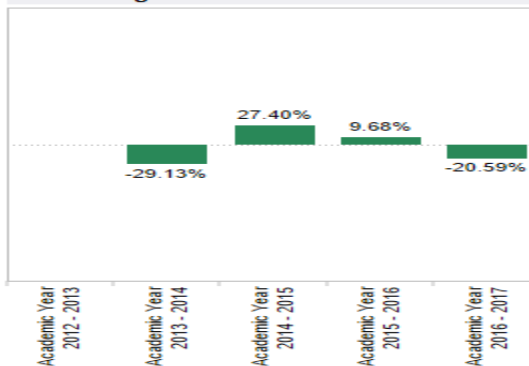
### Recreation Administration Enrollments



### % Change - Overall College Enrollments



### % Change - Recreation Administration



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

### [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

The fill rate of the Recreation Administration is at 78% which is below the overall college fill rate of 84%. Typically the program has been above the college fill rate as noted in the chart below.

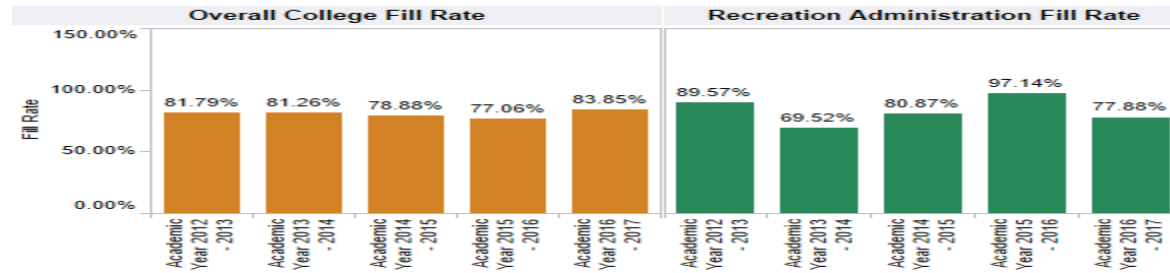
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Recreation Administration

Course:  
All

Dual Enrollment:  
All

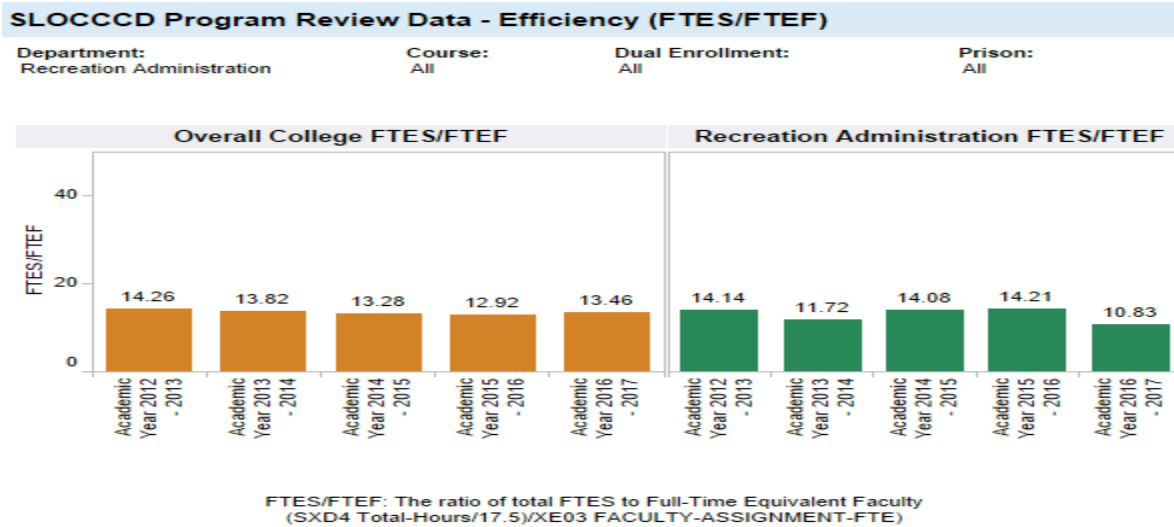
Prison  
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.  
Also, courses with zero class limits are excluded from this measure.

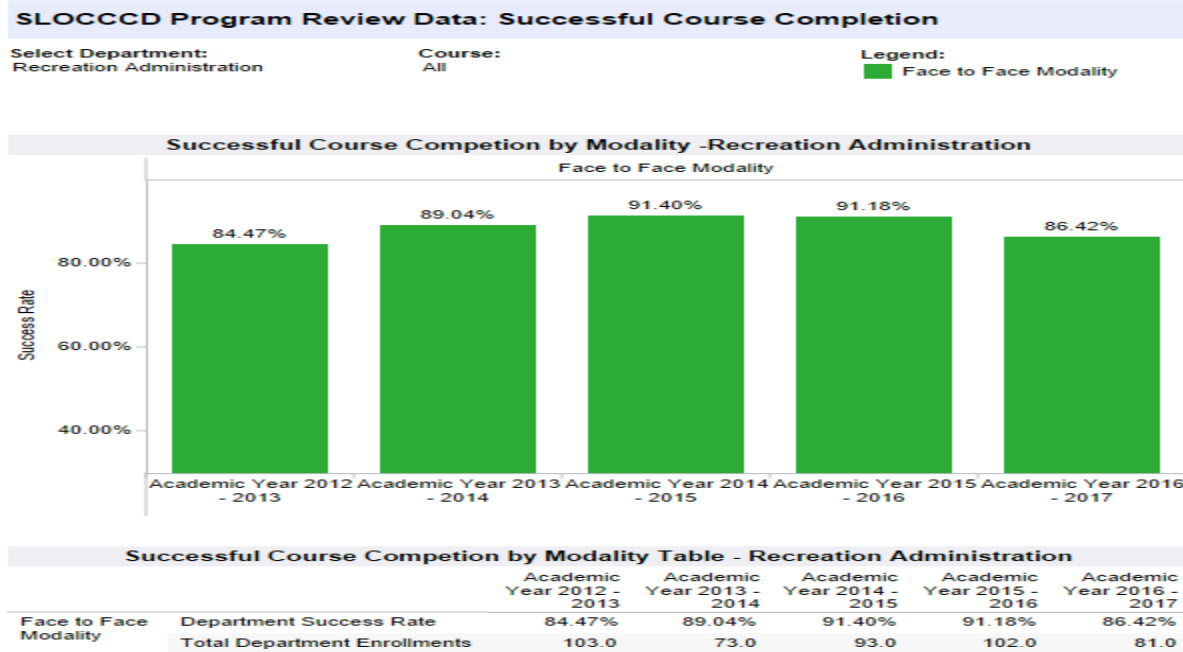
General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.  
FTES/FTEF is below (10.8) the college rate of 13.46.



## Student Success—Course Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.





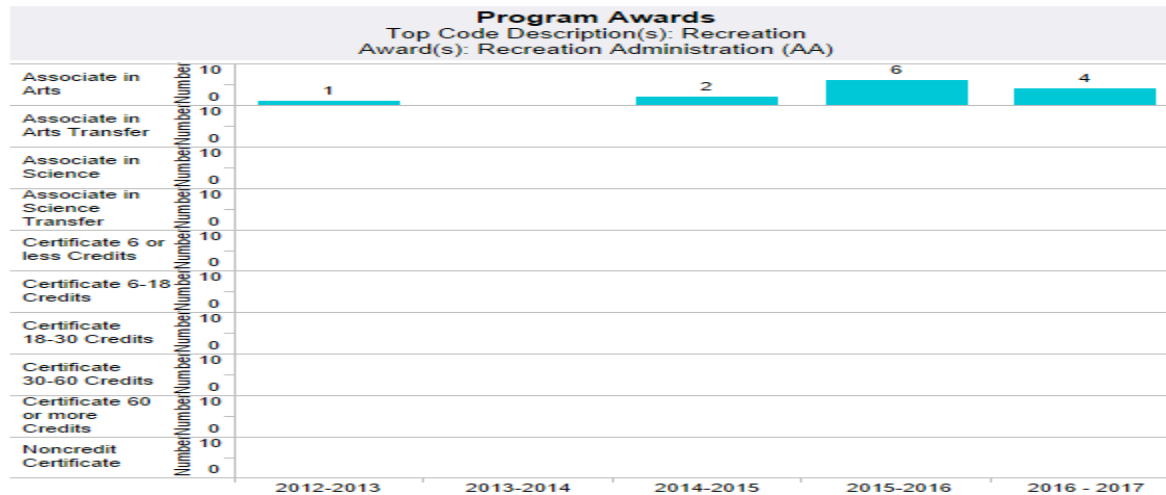
## Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

### SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
Recreation

Award Type:  
All



### Program Awards Table

Award Type	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts	Recreation Administration (AA)	1	0	2	6	4
	<b>Total</b>	1	0	2	6	4
<b>Grand Total</b>		1	0	2	6	4

Program Awards: The number of degrees and certificates awarded by program type

### General Student Success – Course Completion (Insert Aggregated Data Chart)

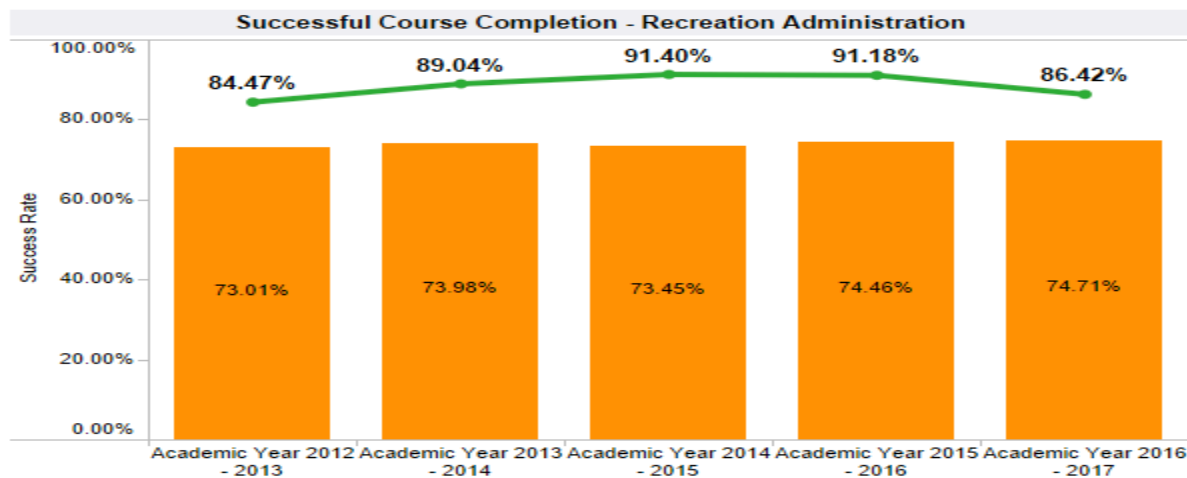
Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

#### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Recreation Administration

COURSE  
All

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Recreation Administration Success Rate Table**

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	84.47%	89.04%	91.40%	91.18%	86.42%
Total Enrollments	103	73	93	102	81

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

- Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/ licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

There is no other data to report.

#### IV. CURRICULUM REVIEW

- List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

Courses that have been removed from the program include REC 206 and REC 208. These courses have been replaced with REC 205 Leadership and Diverse Groups. This course is a combination of REC 206 and REC 208. This was completed due to the fact that many of the transfer Universities changed their requirements and combined REC 206 and REC 208. In meeting the trends for transfer the course was changed.

This list of courses below is the current active program for the 2017-2018 academic year

**Required Courses (22 credits)**

REC 201 INTRODUCTION TO RECREATION AND LEISURE SERVICES 3  
 REC 203 INTRAMURAL AND RECREATIONAL SPORT PROGRAMMING 3  
 REC 204 RECREATION PROGRAM PLANNING 3  
 REC 205 LEADERSHIP AND DIVERSE GROUPS 3  
 HEED 202 HEALTH EDUCATION 3

**or**

HEED 208 MULTICULTURAL HEALTH 3  
 HEED 204 STANDARD FIRST AID AND CPR (CARDIOPULMONARY RESUSCITATION) 3  
 MATH 247 INTRODUCTION TO STATISTICS 4

This list of courses below has been proposed for the 2018-2019 academic year and awaiting approval.

**Required Courses (18 credits)**

REC 201 INTRODUCTION TO RECREATION AND LEISURE SERVICES 3  
 REC 203 INTRAMURAL AND RECREATIONAL SPORT PROGRAMMING 3  
 REC 204 RECREATION PROGRAM PLANNING 3  
 REC 205 LEADERSHIP AND DIVERSE GROUPS 3  
 HEED 202 HEALTH EDUCATION 3

or  
HEED 208 MULTICULTURAL HEALTH 3  
HEED 204 STANDARD FIRST AID AND CPR (CARDIOPULMONARY RESUSCITATION) 3

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

Curriculum Review Guide and Worksheet

Courses and Programs

Current Review Date spring 2018

Reviewer: Angela Neary

### **1. Courses**

- List all courses, which were active in your program at the time of the last CPPR.

- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

<b>Course (Prefix / Number)</b>	<b>Currently Active</b>	<b>New course since last CPPR</b>	<b>Major modification since last CPPR</b>	<b>Minor modification since last CPPR</b>	<b>Deactivated since last CPPR Notified impacted program(s)*</b>
REC 201	yes	no	no	no	no
REC 203	yes	no	no	no	no
REC 204	yes	no	no	no	no
REC 205	yes	no	no	no	no
HEED 202	yes	no	no	no	no
HEED 208	yes	no	no	no	no
HEED 204	yes	no	no	online	no
KINA 202	yes	no	no	no	no
MATH 247	yes	no	no	no	No (this course will be deactivated from the REC program)
REC 206	no	no	no	no	yes
REC 208	no	no	no	no	yes

\*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

## **2. Course Review**

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

No modifications necessary. Reviewed Courses.

### 3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET “Program of Study” outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

<b>Program / Certificate Title</b>	<b>Currently active</b>	<b>New program since last CPPR</b>	<b>Program modification since last CPPR</b>	<b>Deactivated since last CPPR</b>
<b>Recreation Administration</b>	yes	no	no	no

### 3. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

<b>Currently active Program / Certificate: Title</b>	<b>Required courses and electives, incl. course numbers, course titles, and course credits, are accurate</b>	<b>Program description is current</b>	<b>Program Learning Outcomes are accurate and include method of assessment</b>
<b>Recreation Administration</b>	yes	yes	yes

\* If not, program modification is needed.

\*\* If not, Program Learning Outcomes modification is needed.

## V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

A. Attach or insert the assessment cycle calendar for your program.

CYCLE STAGE	Spring 2018	Fall 2018	Spring 2019
Program and SLO Assessments	-Recreation Administration Program Assessment of outgoing students. May 2018 all program outcomes will be assessed.  REC 203 SLO #1 will be assessed REC 205 SLO #1 will be assessed	-REC 201 SLO #2 will be assessed -REC 204 SLO #3 will be assessed	-Recreation Administration Program Assessment of outgoing students. May 2019 all program outcomes will be assessed.  -REC 203 SLO #2 will be assessed -REC 205 SLO #2 will be assessed
Analyze Results & Plan Improvements	June 2018	December 2018	June 2019
Plan Implementation	Implement Pre Survey -January 2018	August 2018	January 2019
Post-Implementation SLO Assessment	Implement Post Survey -May 2018	December 2018	June 2019



B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Input has not been completed in eLumen but as a hard copy. Currently all hard copy course assessments will be transferred into eLumen.

C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

**A: Outcome**

Demonstrate an understanding of special events and sport programming through assessment, planning, implementation, and evaluation.

**Assessment**

Students will design and implement an assessment tool to gain information regarding participant interests.

Students

will construct various marketing tools to advertise program/event. Students will plan and implement a recreational

program/event and record all required steps in a portfolio. Students will design a Likert Scale evaluation to survey

participants input on program/event experiences.

**B: Outcome**

Identify how to develop, operate, and maintain recreation activities for diverse and special population.

**Assessment**

Students will create, present, and distribute fact sheets describing developmental disabilities, mental health, orthopedic and neurological impairments. Students will develop lesson plans related to recreation activities for diverse and special populations.

**C: Outcome**

Demonstrate the ability to provide leadership in a wide variety of Recreation Administration settings and agencies.

**Assessment**

Students will write a summary report and evaluation regarding leadership experiences while serving as a volunteer.

Volunteer opportunities will be included within the local community and local Parks and Recreation agencies.

**D: Outcome**

Acquire knowledge of career opportunities and current issues and events as it relates to human wellness and recreation delivery services in Recreation Administration.

**Assessment**

Students will prepare and present a fact sheet, chart, or report related to specific case studies as they pertain to the

field/careers of Recreation Administration issues as well as how human wellness relates to recreation.

D.Highlight changes made at the course or program level that have resulted from SLO assessment.

Currently there are no changes that have resulted due to SLO assessment.

E.Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

Funding requests would be needed to market the program to local school students and counselors.

Marketing tools such as flyers, brochures, and a program banner may be necessary to meet and greet at local schools as well as at Cuesta help welcome events.

## **VI. PROGRAM DEVELOPMENT**

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
- B. Support services to promote success, persistence and retention
- C. Facilities needs
- D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

Program development needs to begin with marketing the program. As noted in the above charts, the 2016-2017 saw a decline in enrollment. To do this, it is important for the instructor to meet with local high school counselors and students in San Luis Obispo and Santa Barabara County. It is necessary to have the support of the college to incorporate marketing for this program. With marketing and providing awareness of the possibilities of Recreation Administration careers with local schools and academic counselors the program may see growth.

The Recreation Administration program provides students with many opportunities for personal, academic, and professional growth. The program offers students an opportunity to volunteer within the field, interview and shadow individuals within the field, and work as individuals and groups in the classroom to better their understand how to effectively communicate. Critical thinking comes with individual growth and group discussions by presenting real life application activities related directly to the field with all ages and backgrounds. Through introduction courses, student can understand the historical background of recreation, parks, hospitality, and tourism as well as recognize the environmental impact activities in the field have on our world. Students are also provided information on technology through social media marketing, online templates for recreation and activity registration, as well as job opportunities within the field.

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## VII.END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

### **Recreation Administration Program Tentative Course Offerings**

	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
REC 201: Introduction to Recreation and Leisure Services		X		X		X		X

REC 203: Intramural and Recreational Sports Programming	X		X		X		X	
REC 204: Recreation Program Planning		X		X		X		X
REC 205: Leadership and Diverse Groups	X		X		X		X	

**VIII.**After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.

## SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs:** All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

**Student Services and Administrative Services Programs:** All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

## SUPPLEMENTAL DOCUMENTS

### FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED\\_Prioritization\\_Process\\_Handbook\\_9\\_2016.pdf#search=faculty%20prioritization%20handbook](https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook)

### APPLICABLE SIGNATURES:

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**Vice President/Dean**

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**Date**

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**Division Chair/Director/Designee**

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**Date**

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**Other (when applicable)**

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**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

## **OPTIONAL SURVEY**

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/J79W8GW>